

**Michigan Department of Labor and Economic Growth
Office of Adult Education and Commission on Spanish Speaking Affairs
General Educational Development Curriculum Framework
Language Arts, Reading**

Language Arts, Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

Level (EFL): Adult Secondary Education (GED)

Strand A: Language Arts, Reading

Objective	
1.0 Uses word analysis and decoding strategies to pronounce and understand words in order to derive meaning from literary and real-life material.	
Benchmarks The adult learner is able to:	Examples of How/Where Adults Use This Skill
<p>1.1 Use written patterns of speech to decode unfamiliar words.</p> <ul style="list-style-type: none"> • Recognize recurring spelling patterns of language. • Use basic rules of phonics. • Pronounce new or unfamiliar words. 	<p>The adult learner understands the relationship between a specific letter and/or letter combinations and their sounds and can pronounce new or unfamiliar words with relative ease.</p> <ul style="list-style-type: none"> • Recognize technical terms found in various content areas such as science, mathematics, and social studies. • Use vocabulary from workplace and community documents that include terms specific to that area, such as political terms found on campaign brochures.
<p>1.2 Use rules of polysyllabic words to pronounce word parts.</p> <ul style="list-style-type: none"> • Closed by a consonant, CVC (vowel is short) • Open ends in a vowel, CV (vowel is long) • Final silent – <i>e</i> (vowel in last syllable is long) • A controlled <i>r</i> changes the sound of any vowel that is followed by the <i>r</i> (vowel is neither short nor long) • Final – <i>le</i> as in <i>bu/gle</i> (vowel sound is long, consonant and <i>le</i> syllable is a schwa or “uh” sound) 	<p>The adult learner is able to sound out each syllable of a polysyllabic word and combine all syllables together to pronounce words with a high level of accuracy.</p> <ul style="list-style-type: none"> • Sound out unfamiliar words in consumer manuals or documents. • Pronounce terms and processes included in work-related technical manuals.
<p>1.3 Use knowledge of etymology of root words to understand and expand vocabulary.</p>	<p>The adult learner has sufficient understanding of the basic elements of words, such as: Anglo-Saxon, Greek, and Latin origins to draw inferences concerning the meaning of scientific other technology terms.</p> <ul style="list-style-type: none"> • Example: “mon” or “mono” signifies alone or single; therefore, <u>monotone</u> = single tone, and <u>monochrome</u> = one color or hue.

1.4 Recognize the meaning and spelling of prefixes, and suffixes.	<p>The adult learner understands that many words consist of prefixes and suffixes and that a basic understanding of these affixes will enable the learner to extract meaning.</p> <ul style="list-style-type: none"> • Example: “pre” signifies before, for example, predispose.
1.5 Read an extensive list of sight words with automaticity.	<p>The adult learner automatically recognizes a wide range of words, thus enhancing reading fluency and rate.</p> <ul style="list-style-type: none"> • Has automatic recall of the 500 word families included in the Academic Word List which contains words found in higher level (college, technical) texts. • Instantly recognize and use the approximately 2000 words found in the General Service List that make up about 70-80% of basic reading material, such as newspapers and magazines.
Objective	
2.0 Reads a variety of connected text with accuracy, speed, and appropriate phrasing.	
Benchmarks The adult learner is able to:	Examples of How/Where Adults Use This Skill
2.1 Read silently at an appropriate speed with understanding approximately 220-250 words per minute.	<p>The adult learner can complete a reading passage of 220+ words in one minute and accurately respond to comprehension questions.</p> <ul style="list-style-type: none"> • Consistently complete timed reading activities at student’s grade equivalent.
2.2 Read with fluency a variety of texts, literary works, manuals, and documents.	<p>The adult learner reads aloud to the teacher with a fluency level that sounds like speech and includes appropriate inflection and tone.</p> <ul style="list-style-type: none"> • Demonstrate fluency by completing oral reading activities at the student’s grade equivalent. • Read passages to other students or to children with appropriate inflection and tone.
2.3 Adjust reading rate based on type of text and purpose for reading.	<p>The adult learner understands the difference between skimming and scanning for information and reading for critical analysis and adjusts reading speed accordingly.</p> <ul style="list-style-type: none"> • Skim newspaper headlines to identify specific articles that relate to a topic of interest. • Scan airline schedules to find flights and times. • Scan job listings or other advertisements in newspapers and magazines.

Objective	
3.0 Has a wide and varied vocabulary that enhances comprehension of literary and real-life material.	
Benchmarks The adult learner is able to:	Examples of How/Where Adults Use This Skill
3.1 Recognize the difference between definitive meaning and implied meaning of words.	<p>The adult learner recognizes humor or irony that is implied based on the meaning of words or phrases used.</p> <ul style="list-style-type: none"> • Read and understand the comic sections of newspapers. • Interpret editorial cartoons.
3.2 Recognize word relationships, including idioms, analogies, metaphors, allusions, similes, and derivations.	<p>The adult learner recognizes and uses idioms and figurative language including oxymorons, metaphors, and similes and understands that not all words or phrases should be taken literally.</p> <ul style="list-style-type: none"> • Identify idioms and literal and figurative meaning of words. <ul style="list-style-type: none"> • Example: He kicked the bucket. (idiom) • Example: The river flowed like the march of time. (simile) • Example: “You’re walking on thin ice,” to signify a precarious position. • Locate and explain idioms and figurative language when reading articles from popular magazines. • Recognize and explain figurative language used in reality-based television shows.
3.3 Infer the meaning of words from context clues.	<p>The adult learner uses context clues within sentences, paragraphs, and passages to determine the meaning of unfamiliar words or terms.</p> <ul style="list-style-type: none"> • Determine the meaning of words based on the context provided in workplace and community documents. • Determine the meaning of unfamiliar words found in newspaper and magazine articles.
Objective	
4.0 Uses a variety of comprehension strategies to derive meaning from literary and real-life material.	
Benchmarks The adult learner is able to:	Examples of How/Where Adults Use This Skill
4.1 Activate background knowledge and personal experiences in order to derive meaning from text.	<p>The adult learner uses his/her own experiences and personal knowledge to better understand literary and real-life text.</p> <ul style="list-style-type: none"> • Use on the job experiences to comprehend workplace documents. • Access personal experiences when reading and interpreting leases, purchase agreements for appliances, apartments, houses, etc. • Understand community issues and uses that understand to interpret information from community surveys, brochures, newsletters.

<p>4.2 Preview to understand a text’s structure and anticipate content by identifying the title, headings and subheadings, and bold or italicized words as a strategy for increasing comprehension.</p>	<p>The adult learner previews text before reading to better understand the purpose and structure of the material.</p> <ul style="list-style-type: none"> • Scan newspaper articles to identify key terms and issues. • Preview reference or technical manuals to identify specific types of information, such as the table of contents, index, appendices, terms and definitions. • Scan information attached to over-the-counter or prescription medications to identify key areas of concern.
<p>4.3 Differentiate between elements of fiction and nonfiction.</p> <ul style="list-style-type: none"> • Recognize that fiction and nonfiction include the basic elements of setting, plot, and characters. • Recognize the different types of nonfiction and that each has a specific purpose, such as essays, critical reviews, biographies, autobiographies, editorials, and workplace and community documents. 	<p>The adult learner understands that there are inherent differences between fiction and nonfiction, especially related to purpose, even though there are similar elements within each format.</p> <ul style="list-style-type: none"> • Recognize and differentiate among elements that make up short stories, novels, literary works of prose, poetry, drama. • Understand that television and movie reviews, biographies and autobiographies of famous people, editorials and letters to the editor in newspapers, job descriptions and requirements, and workplace policy manuals have different structural elements and purposes.
<p>4.4 Identify the structure of a nonfiction text, including whether it is:</p> <ul style="list-style-type: none"> • Fact versus opinion • Argument and persuasion • Comparison and contrast • Sequence • Problem/Solution 	<p>The adult learner recognizes that nonfiction text has a specific structure depending on its purpose and can easily recognize that structure when reading text.</p> <ul style="list-style-type: none"> • Understand that editorials have a different purpose and express opinions as opposed to news articles that report specific facts. • Recognize that letters to the editor represent an individual’s or group’s opinion but may or may not have a solid basis in fact. • Critically read advertising material, circulars, and flyers and understand that the purpose is to sell items and may contain invalid information.
<p>4.5 Distinguish between the different types of fiction including:</p> <ul style="list-style-type: none"> • Prose • Poetry • Drama 	<p>The adult learner easily recognizes the various types of fiction and is able to point out structural elements of each type.</p> <ul style="list-style-type: none"> • Compare and contrast structural elements of: <ul style="list-style-type: none"> • Novels, short stories • Poems, lyrics to songs • Plays, television shows

<p>4.6 Utilize the elements of setting, plot, point-of-view, characterization, figurative language, and theme in order to analyze and interpret works of fiction.</p> <ul style="list-style-type: none"> • Recognize how descriptive language reveals an author's viewpoint. • Understand historical time periods and the influence of those time periods on literary interpretations. 	<p>The adult learner identifies and explains the setting, plot, point-of-view, theme, and characters of a work of fiction and is able to compare those elements to elements found in television shows or movies.</p> <ul style="list-style-type: none"> • Understand and explain how the era in which a work was produced influences its point of view, characters, and setting. <ul style="list-style-type: none"> • Novels and short stories • Historical novels or short stories, reminiscences from parents, grandparents • Use figurative language when describing a work of fiction, such as those found in lyrics to songs, advertising, print, and television journalism.
<p>4.7 Utilize the elements of poetry to analyze and interpret meaning, including:</p> <ul style="list-style-type: none"> • Rhythm, rhyme, figurative language, symbols, and imagery 	<p>The adult learner points out specific elements within a poem or the lyrics to a song.</p> <ul style="list-style-type: none"> • Identify elements such as rhythm and symbols in children's nursery rhymes. • Identify and explain elements found in lyrics to a popular song.
<p>4.8 Utilize the elements of drama to analyze and interpret meaning from a play, including:</p> <ul style="list-style-type: none"> • Acts and scenes • Plot, character, motivation, theme, stage directions, and dialogue 	<p>The adult learner recognizes various elements that make up drama and how those elements work together to tell a story.</p> <ul style="list-style-type: none"> • Explain elements found in comedies and drama seen on television. • Interpret meaning in plays by William Shakespeare or by current playwrights.
<p>4.9 Selectively employ effective strategies for comprehension, including: questioning, scanning, analyzing, evaluating, summarizing, grouping, and mapping.</p>	<p>The adult learner approaches a text with a purpose and applies strategies designed to use information and/or draw enjoyment from the text with a minimum of effort. He/she is able to skim or scan material in order to extract information needed.</p> <ul style="list-style-type: none"> • Distinguish between reading for pleasure versus reading for other purposes (such as work) and describes types of materials used for each, such as: tabloids, popular magazines, romance novels, short stories (pleasure), manuals, guides (work).
<p>4.10 Distinguish between the main idea and supporting details of a text.</p> <ul style="list-style-type: none"> • Identify reasons, facts, examples, and descriptions included as supporting details. 	<p>The adult learner recognizes that the main idea is like a headline that attracts attention but doesn't provide all the details of a text.</p> <ul style="list-style-type: none"> • Identify main idea and supporting details in newspaper and magazine articles. • Identify reasons, facts, or examples from personal writing samples.

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Language, Arts Reading Content Standard

The adult learner is able to use appropriate reading strategies in order to understand different types of text in a variety of academic and real-life situations.

Level (EFL): Adult Secondary Education (GED)

Strand B: Language Arts, Reading Critical Thinking Skills

Objective	
1.0 Uses reading skills to <i>comprehend</i> literary and nonfiction texts.	
Benchmarks The adult learner is able to:	Examples of How/Where Adults Use This Skill
1.1 Extract basic meaning and draw conclusions about literary and nonfiction texts. <ul style="list-style-type: none"> Summarize, paraphrase, and restate information. Recognize supporting details. Identify the intent and implication of the text. Identify the thesis or point-of-view of a selection. 	The adult learner is able to paraphrase what he/she has read, draw conclusions based on evidence provided, recognize the difference between the main idea and supporting details of a text, and determine the intent of a text. <ul style="list-style-type: none"> Read an article and restate information in his/her own words. Read a movie review and draw conclusions based on supporting details provided. Read a commentary and identify the author's point of view and the intent of the text.
1.2 Ask questions to activate prior knowledge, make predictions, clarify meaning, and locate specific information within a text.	The adult learner lists questions about a specific topic prior to reading the text in order to include information based on his/her personal experiences and knowledge. <ul style="list-style-type: none"> Read a health-related article. Read a brochure or newsletter that includes information about community issues.
1.3 Extract meaningful information from charts, graphs, tables, and other graphic representations.	The adult learner recognizes that not all relevant information is in text format and interprets non-text selections. <ul style="list-style-type: none"> Examine maps and graphs to find long- and short-term weather forecasts. Review statistical information about the local community to understand crime rates and patterns, employment/unemployment rates.
1.4 Demonstrate comprehension by responding to the text analytically, critically, and through the use of appropriate examples from the text.	The adult learner can explain the gist of what was just read, give his or her opinion, and cite examples from the text to support that opinion.

	<ul style="list-style-type: none"> Understand core issues and implications of public policy decisions. Evaluate advertising brochures and flyers from competing companies to find best deal.
Objective	
2.0 Uses reading skills to <i>apply</i> concepts and principles from literary and nonfiction texts in a new context.	
Benchmarks The adult learner is able to:	Examples of How/Where Adults Use This Skill
2.1 Apply appropriate strategies to read and understand complex or unfamiliar texts.	<p>The adult learner uses methods such as chunking in order to derive meaning from new material.</p> <ul style="list-style-type: none"> Divide text into smaller components in order to gain greater understanding. Identify main ideas from personal experience about a given subject prior to reading.
2.2 Transfer concepts and principles from a passage to a new context.	<p>The adult learner recognizes the need to identify how new text may be similar or present similar situations to something that has been read in the past.</p> <ul style="list-style-type: none"> Analyze a new job description to determine how it is similar and how it differs from an older one for the same job. Identify how a new policy at work or in the community is similar to one that is already in place.
2.3 Take the concept or knowledge gained from one text and use it to answer questions about another.	<p>The adult learner recognizes that multiple sources may be required in order to get sufficient information to solve a specific problem or address a given situation.</p> <ul style="list-style-type: none"> Read advertisements from different companies to determine which provides the best product or service. Read articles from competing newspapers to determine facts related to a specific issue in the community, such as education, employment, etc.
2.4 Determine the appropriateness of data to substantiate hypotheses, conclusions, or generalizations.	<p>The adult learner recognizes that not everything presented as evidence is reasonable, but may include personal biases based on the viewpoint of the author.</p> <ul style="list-style-type: none"> Listen to news reports from several stations to determine how each “spins” information. Listen or read political speeches from opposing candidates to determine validity of comments. Examine a variety of articles from a newspaper and draw inferences about the political stance of that newspaper.

Objective	
3.0 Uses reading skills to <i>analyze</i> literary and nonfiction texts.	
Benchmarks The adult learner is able to:	Examples of How/Where Adults Use This Skill
<p>3.1 Make inferences and draw conclusions based on details from a single passage.</p> <ul style="list-style-type: none"> • Use supporting details. • Distinguish between supporting statements and conclusions. • Recognize unstated assumptions. • Follow a logical line of reasoning and identify illogical and unreasonable arguments. • Check for reasonableness of facts. 	<p>The adult learner recognizes that text is made up of many parts and that part of the text may include unstated assumptions based on the author's point of view and what he/she believes the audience knows or has experienced. The adult learner also distinguishes between valid and faulty arguments.</p> <ul style="list-style-type: none"> • Understand that an inference is a guess that is based on what is stated or suggested in the text. • Recognize that workplace manuals will often base policies and procedures on unstated assumptions, such as basic safety guidelines. • Read letters to the editor and compare the letters to articles on the same topic to identify opinions based on reasonable facts.
<p>3.2 Distinguish among facts, supported inferences, and opinions.</p> <ul style="list-style-type: none"> • Determine the accuracy and reliability of facts and recognize when facts are substantiated with proof. 	<p>The adult learner is able to separate fact from opinion based on supporting details and information provided.</p> <ul style="list-style-type: none"> • Compare and contrast editorials and actual factually based articles in the paper. • Compare and contrast what is conveyed on talk radio shows with actual reports in newspapers or on television.
<p>3.3 Identify cause and effect relationships.</p> <ul style="list-style-type: none"> • Understand consequences and cause and effect relationships presented in the text. 	<p>The adult learner recognizes that there are consequences (good or bad) resulting from specific actions.</p> <ul style="list-style-type: none"> • Review workplace policy manuals to identify rules and consequences of failure to follow those rules. • Evaluate how the economy impacts family life by reading articles from a variety of sources and comparing how specific incidents have a personal effect.
<p>3.4 Compare and contrast the motivations and reactions of literary characters from different eras and cultures, observing how they confront similar situations or conflicts and identify patterns of human experiences.</p>	<p>The adult learner explores the motivations and reactions of literary characters.</p> <ul style="list-style-type: none"> • Read articles about family life during various eras in American history and compare and contrast the situations the individuals in those time periods faced and how they dealt with those situations. • Discuss family life with relatives who live in various settings (urban, rural, etc.) and reflect on how life varies by region or locale.

<p>3.5 Identify elements of style and structure by concept and identify the author's use of different techniques to set the tone and purpose of text.</p> <ul style="list-style-type: none"> • Understand how an author's choice of words, style, and structure appeals to the senses, suggests a mood, and sets a tone. • Recognize how values and beliefs affect the perspective of the author. • Understand how the author's use of bias, persuasive strategies, and emotions are used to draw a desired response from the readers. • Interpret figurative language in the context of the text. 	<p>The adult learner appreciates an author's word choice and style in a given text and understands how those decisions impact the mood and tone of a text. The adult learner uses a broad and varied vocabulary that includes figurative language that serves as a shorthand for common experience.</p> <ul style="list-style-type: none"> • Example: 9/11 = national disaster • Read a variety of different types of text that reflect many moods and tones. • Identify examples of figurative language in different types of text.
<p>3.6 Break a passage into logical parts and think about how the parts fit together.</p>	<p>The adult learner breaks reading passages into multiple parts in order to explore the relationships between each part and how the parts impact meaning.</p> <ul style="list-style-type: none"> • Use graphic organizers to find information in various parts of a text. • Determine the major points of a text to interpret overall meaning.
<p>3.7 Identify elements of an author's style, such as word usage, use of characterization, and use of detail and tone.</p>	<p>The adult learner is aware of the characteristics common to an author and present in various texts.</p> <ul style="list-style-type: none"> • Read multiple works by a single author making note of elements that the works have in common. • Read articles from a single journalist to identify elements of his/her style of writing.
<p style="text-align: center;">Objective</p> <p>4.0 Uses reading skills to <i>synthesize</i> multiple inferences drawn from literary and nonfiction texts.</p>	
<p style="text-align: center;">Benchmarks</p> <p>The adult learner is able to:</p>	<p style="text-align: center;">Examples of How/Where Adults Use This Skill</p>
<p>4.1 Draw conclusions based on information from two or more different sources and combine that information to create a new idea or understanding.</p>	<p>The adult learner accesses multiple sources in order to find answers to specific questions and creates a greater level of understanding.</p> <ul style="list-style-type: none"> • Read several articles from different points-of-view on a common theme and draw conclusions based on the information retrieved.
<p>4.2 Draw multiple inferences from an entire text.</p>	<p>The adult learner recognizes that a text may have more than one thing to say.</p> <ul style="list-style-type: none"> • Read workplace policies or procedures to understand how to perform a task or process with multiple steps. • Read a newspaper article about a politician's stance on a given topic or concern.

4.3 Integrate information from outside a given text with information within the text to reach a new understanding.	<p>The adult learner recognizes that information from a single text may not tell the whole story.</p> <ul style="list-style-type: none"> • Read multiple newspaper articles to get a better understanding about a given topic. • Read an editorial and a newspaper article about the same topic.
4.4 Interpret the overall tone, point of view, or purpose of a text.	<p>The adult learner recognizes the purpose of the text and is thus better able to interpret the text's meaning.</p> <ul style="list-style-type: none"> • Compare and contrast two articles about the same topic written by different authors. • Read an editorial and a newspaper article about a specific issue.
4.5 Make connections among parts of a text.	<p>The adult learner is able to identify the parts of a text and recombine them as a strategy to increase awareness and enhance understanding of the text.</p> <ul style="list-style-type: none"> • Recognize that supporting details provided throughout an article impact the main idea and/or position taken on a given topic.

Definitions and Clarifications of Terms Used In the Framework

Examples of three content areas of nonfiction prose:

Informational Nonfiction	Literary Nonfiction	Visual Communication
business documents	biographies	film
speeches	essays	photography
magazines	diaries	television
newspapers	memoirs	computer art
research reports	letters	painting/sculpture

A literary text is a portion of a literary work (including, novels, short stories, poems, and plays) which has been excerpted.